

CAINHOY ELEMENTARY/ MIDDLE

2424 Cainho Road
Huger, SC 29450

GRADES K-8 Elementary School

ENROLLMENT 399 Students

PRINCIPAL John Spagnolia 843-899-8975

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	14	66	49	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Below Average	No

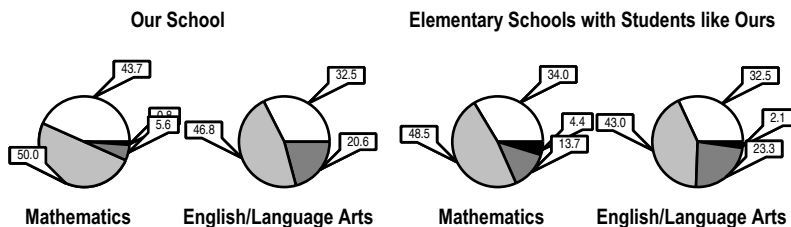
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	282	99.7	39.1	45.9	15.0	0.0	22.2	Yes	Yes
Gender									
Male	134	100.0	45.7	44.9	9.4	0.0	18.9		
Female	148	99.3	33.1	46.8	20.1	0.0	25.2		
Racial/Ethnic Group									
White	24	100.0	36.8	52.6	10.5	0.0	21.1	I/S	I/S
African-American	255	99.6	39.2	45.3	15.5	0.0	22.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	213	99.5	29.2	52.5	18.3	0.0	26.2		
Disabled	69	100.0	70.3	25.0	4.7	0.0	9.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	282	99.7	39.1	45.9	15.0	0.0	22.2		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	99.6	39.0	45.8	15.2	0.0	22.3		
Socio-Economic Status									
Subsidized meals	243	99.6	39.0	46.3	14.7	0.0	22.5	Yes	Yes
Full-pay meals	39	100.0	40.0	42.9	17.1	0.0	20.0		

Mathematics - State Performance Objective = 15.5%									
All Students	282	99.7	51.9	39.5	6.4	2.3	17.7	Yes	Yes
Gender									
Male	134	100.0	59.1	35.4	4.7	0.8	13.4		
Female	148	99.3	45.3	43.2	7.9	3.6	21.6		
Racial/Ethnic Group									
White	24	100.0	52.6	21.1	21.1	5.3	26.3	I/S	I/S
African-American	255	99.6	52.2	40.4	5.3	2.0	16.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	213	99.5	42.1	46.5	8.4	3.0	22.8		
Disabled	69	100.0	82.8	17.2	0.0	0.0	1.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	282	99.7	51.9	39.5	6.4	2.3	17.7		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	99.6	52.3	39.0	6.4	2.3	17.4		
Socio-Economic Status									
Subsidized meals	243	99.6	53.2	39.4	4.8	2.6	17.3	Yes	Yes
Full-pay meals	39	100.0	42.9	40.0	17.1	0.0	20.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	43	97.7	47.5	35.0	17.5	N/A	17.5
	Grade 4	54	98.1	26.5	59.2	14.3	N/A	14.3
	Grade 5	51	100.0	36.0	48.0	16.0	N/A	16.0
	Grade 6	52	100.0	46.0	34.0	18.0	2.0	20.0
	Grade 7	48	97.9	48.9	46.7	4.4	N/A	4.4
	Grade 8	71	100.0	58.2	34.3	7.5	N/A	7.5
2004	Grade 3	48	100.0	30.4	34.8	34.8	N/A	34.8
	Grade 4	41	100.0	34.1	51.2	14.6	N/A	14.6
	Grade 5	45	100.0	33.3	51.1	15.6	N/A	15.6
	Grade 6	49	98.0	47.9	35.4	16.7	N/A	16.7
	Grade 7	46	100.0	28.3	65.2	6.5	N/A	6.5
	Grade 8	53	100.0	53.8	40.4	5.8	N/A	5.8
Mathematics								
2003	Grade 3	43	100.0	53.7	36.6	9.8	N/A	9.8
	Grade 4	54	100.0	32.7	42.9	20.4	4.1	24.5
	Grade 5	51	100.0	42.0	46.0	10.0	2.0	12.0
	Grade 6	52	100.0	40.0	40.0	18.0	2.0	20.0
	Grade 7	48	100.0	54.3	30.4	13.0	2.2	15.2
	Grade 8	71	100.0	50.7	46.3	3.0	N/A	3.0
2004	Grade 3	48	100.0	37.0	54.3	6.5	2.2	8.7
	Grade 4	41	100.0	58.5	36.6	4.9	N/A	4.9
	Grade 5	45	100.0	37.8	53.3	8.9	N/A	8.9
	Grade 6	49	98.0	50.0	35.4	10.4	4.2	14.6
	Grade 7	46	100.0	56.5	37.0	4.3	2.2	6.5
	Grade 8	53	100.0	69.2	21.2	5.8	3.8	9.6

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 399)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.9%	Down from 2.4%	3.7%	2.7%
Attendance rate	96.2%	Up from 95.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%		5.3%	3.5%
Eligible for gifted and talented	7.8%	Up from 7.7%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.4%	Up from 16.3%	8.0%	8.2%
Older than usual for grade	5.0%	Down from 6.8%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.0%	Up from 0.2%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	60.0%	Up from 48.8%	48.7%	51.4%
Continuing contract teachers	80.0%	Up from 76.7%	81.8%	87.5%
Highly qualified teachers**	85.7%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.2%	0.0%
Teachers returning from previous year	78.6%	Down from 84.7%	83.8%	86.7%
Teacher attendance rate	93.9%	Up from 91.3%	94.7%	94.9%
Average teacher salary	\$41,742	Up 2.9%	\$40,045	\$40,760
Prof. development days/teacher	9.3 days	Up from 7.5 days	13.7 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 13.8 to 1	17.2 to 1	18.9 to 1
Prime instructional time	89.3%	Up from 85.7%	89.0%	90.0%
Dollars spent per pupil*	\$7,884	Up 0.8%	\$6,702	\$6,044
Percent of expenditures for teacher salaries*	59.3%	Up from 56.0%	63.9%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was our third year of consolidation at Cainhoy Elementary/Middle School. The faculty had the opportunity to work under one bell schedule last year, which helped us feel like we really were one school.

The three year construction project is finally complete. The problems endured while having major construction the same time classes were going on will soon be forgotten as we enjoy a beautiful new facility. The teachers say that it was worth the wait. The community is proud of their new school.

Our school is part of the State Improvement Grant which focuses on behaviors and reading. We just completed the first year of implementation of the grant. We are anxious to apply the lessons we have learned in our second year.

We established an active, businesslike School Improvement Council. The members of the council are dedicated to the welfare of our students. They are working to help us establish and maintain Cainhoy Elementary/Middle School as "A First-Class School."

John Spagnolia, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	40	61
Percent satisfied with learning environment	25.9%	82.5%	75.4%
Percent satisfied with social and physical environment	25.9%	75.7%	68.9%
Percent satisfied with home-school relations	28.0%	82.5%	80.3%

*Only students at the highest elementary school grade level at this school and their parents were included.